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Appropriate personality of teaching profession among industrial education students of King Mongkut's Institute of Technology Ladkrabang

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Abstract

The research study determined the Appropriate Personality of Teaching Profession (APTP) strategies and their development in students of the Faculty of Industrial Education (IdEd). A total of 354 students and 24 lecturers were identified as respondents to provide pertinent data. The research methods used were interviews, APTP evaluation test, and checklist of questions. Data were statistically interpreted and analyzed using frequency counts, percentage, mean, and standard deviation. Results reveal that most of the students adhere to more APTP dimensions particularly on psychological personality, physical appearance, emotions, verbal communication, and intellect. Both lecturers and students mostly agreed on the 5 dimensions to be developed through APTP.

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Keywords: Appropriate Personality ; Teaching Profession ; Appropriate Personality of Teaching Profession

1. Introduction

The Faculty of Industrial Education (IdEd) in King Mongkut's Institute of Technology Ladkrabang (KMIL) offers the degree of Bachelor of Sciences in Industrial Education (B.S.I.Ed.) program in five areas; namely: agricultural education, engineering education, architectural education, design education, and interior environment education . These programs conform to the standards in the teaching profession. One of the standards is the

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teachship which could be developed among students by molding their personality upon entering the program. In the process, the students' personality are confronted with challenges and factors that affects it such as biological factors, social and environmental factors, family factor, hereditary factors, and ego factors (Suvansang, 1990; Dhanabhum, 1992). Specifically, the environmental factors lead students to express differently and rely on their internal and external behaviors to respond or adapt to the environment. On the other hand, the school cannot control students' behaviors inclined to good personality but can develop appropriate personality toward standards of teaching profession. The study on the APTP is necessary to develop and complement areas in determining effective and efficient teaching profession for the lectures and students in the future.

2. Statement of the Problems

2.1 What is the Appropriate Personality of Teaching Profession (APTP) among Industrial Education (IdEd) students of King Mongkut's Institute of Technology Ladkrabang (KMITL)?

2.2 What are the strategies in developing the APTP among IdEd students of KMITL?

3. Objectives of the Study

3.1 to determine the APTP among IdEd students of King Mongkut's Institute of Technology Ladkrabang.

3.2 to describe the strategies in developing the APTP among IdEd students of KMITL.

4. Definition of Terms

Appropriate Personality (AP) refers to the internal and external behaviors of students in the teaching profession that help him/her respond and adapt to the environment.

Teaching Profession (TP) is the educational profession involved in the teaching-learning and learning-extension functions in both public and private schools.

Appropriate Personality in Teaching Profession (APTP) refers to the individual's physical appearance, verbal communication, intellect, emotions, and psychological make-up necessary in the teaching profession.

5. Literature Review

5.1. Professional Standards for Teachers in Thailand

The Secretariat Office of the Teachers Council of Thailand (The Teacher's Council of Thailand, Ministry of Education, 2010) has reviewed and analyzed all related documents and research papers, conducted opinion surveys, organized seminars and workshops as well as discussion among concerned parties including qualified experts in the areas of production, development, and practice of the education profession. These efforts aimed at obtaining information to develop the professional standards in the education profession which was approved by the Teachers Council of Thailand in a board meeting held last March 21, 2005. On April 18, 2005, the Teachers Council of Thailand Board Meeting approved the issuance of the regulations on professional standards and ethics.

There are three professional standards approved by the Teachers Council of Thailand: (1) the standard of professional knowledge and experience; (2) standard of performance; and (3) standard of conduct. In order for teachers to pass the standard of knowledge, they must meet the minimum qualification requirements in completing a Bachelor's degree in Education or its equivalent, or other degrees accredited by the Teachers' Council of Thailand. Furthermore, they must manifest knowledge in the following areas, namely: language and technology for teachers, curriculum development, learning management, psychology for teachers, educational measurement and evaluation, classroom management, educational research, educational innovation and information technology, and teachership. In terms of professional experience, the teachers should have completed the teaching operations in educational institutions under the educational degree curriculum for a minimum of one year and should pass the criteria for evaluation of the teaching operations in accordance with the rules, procedures and conditions as set out by the

Teachers Council of Thailand Board such as: 1) training on professional practice during study, and 2) teaching operations in educational institutions on specific subjects.

Meanwhile, the standards of performance include 12 specific standards as follows: 1) regularly practice academic activities relating to development of the teaching profession, 2) make decisions to practice various activities taking into account consequences on learners, 3) be committed to developing learners to reach their full potential, 4) develop teaching plans for effective implementation, 5) regularly develop instructional media to be effective, 6) organize instructional activities focusing on permanent results for learners, 7) systematically report on results of learners' quality development, 8) conduct themselves as a good role model for learners, 9) constructively cooperate with educational institutions, 10) constructively cooperate with the community, 11) seek and use information for development, and 12) create opportunities for learners to learn under all circumstances. Lastly, the standards of conduct should adhere to appropriate 1) personal ethics, 2) professional ethics, 3) client-centered ethics, 4) collegial ethics, and 5) societal ethics.

5.2. *Personality of Teacher*

Personality of teacher means anything that is expressed and manifested through: dressing, mannerisms, confidence and enthusiasm, observation skills, communication, enjoyment, fairness, and sincerity (Apapirom, 1995; Boeree 2006). Accordingly, teacher must have good personality through clean dressing, warm tone and appropriate use of words, high emotion maturity, pleasant manner, creative, comprehension, resourcefulness, good memory, responsibility, enthusiasm, honest, kind, punctuation, patience, observation skills, and self-confidence (Chumjit, 1991; Rosemarin, 2009). Based on these reviews, the personality could be classified into the internal and external behaviors. The internal personalities include intellect, emotion, and psychological personality while the external personalities are physical appearance and verbal communication skills.

6. Methodology

The study population was 1,174 bachelor students in agricultural education, engineering education architectural education, design education, and interior environment education programs for the academic year 2011-2012. Three hundred and fifty four (354) student respondents were drawn by using Yamane's formula for sample size (Yamane, 1967) and selected using stratified and systematic sampling techniques and 24 lecturers from the different education programs. The research methods used were a structured interview for lecturers, APTP evaluation test for students, and a checklist of questions about APTP and strategies in developing APTP which was administered to the both lecturer- and-student respondents. Data collected were interpreted and statistically analyzed through frequency counts, percentage, mean, and standard deviation.

7. Results

Socio-demographic characteristics of lecturers

Results show that most of lecturers were male (75%), less than 40 years old (37.60%), graduated with master's degree (75%), and majority connected with the department of architecture and design education (58.40%). They taught in the program of design education (25.10%) and 10-19 years with teaching experiences (66.70%).

Socio-demographic characteristics of students

Most of students were female (61%), in first year (32.80%), under the department of architecture and design education (56.50%), and given G.P.A. 2.51-3.00 (35.60%). The respondents' parents are engaged in business (26.80% for mother and 29.70% for father). The family income ranges from 15,001-30,000 Thai Baht per month. The student monthly expenses range from 3,001-6,000 Thai Baht per month.

Table 1. APTP of students from APTP test (n=354)

Personality Dimension	more		neutral		less	
	frequency	percentage	frequency	percentage	frequency	percentage
Psychological personality	314	88.70	11	3.10	29	8.20
Physical appearance	278	78.50	68	19.20	8	2.30
Emotions	268	75.70	38	10.70	48	13.60
Verbal communication	237	66.90	99	28.00	18	5.10
Intellect	161	45.50	139	39.20	54	15.30

Table 2. APTP of students from questionnaires

Personality Dimension	Lecturers (n=24)			students (n=354)			Total (n=378)		
	mean	S.D.	meaning	mean	S.D.	meaning	mean	S.D.	meaning
Psychological personality	4.46	0.43	MA	4.57	0.40	MA	4.56	0.41	MA
Emotions	4.29	0.46	MA	4.50	0.45	MA	4.49	0.46	MA
Intellect	4.51	0.38	MA	4.46	0.46	MA	4.46	0.45	MA
Verbal communication	4.30	0.44	MA	4.36	0.47	MA	4.36	0.47	MA
Physical appearance	4.23	0.40	MA	4.23	0.46	MA	4.23	0.45	MA
Total	4.36	0.36	MA	4.42	0.39	MA	4.42	0.39	MA

Incentive index: Mean 1.00-1.80 = Mostly Disagree (MD); Mean 1.81-2.60 = Disagree (D); Mean 2.60-3.40 = Not Sure (NS); Mean 3.41-4.20 = Agree (A); Mean 4.21-5.00 = Mostly Agree (MA)

Table 3. Strategies in developing APTP among IdEd students of KMITL

Ways	Lecturers (n=24)			Students (n=354)			Total (n=378)		
	Mean	S.D.	Meaning	Mean	S.D.	Meaning	Mean	S.D.	Meaning
Teacher should be a role model of students	4.67	0.48	MA*	4.49	0.58	MA*	4.50	0.58	MA
Support students to service society	4.38	0.71	MA*	4.45	0.61	MA*	4.45	0.61	MA
Always trained students to adhere to APTP dimensions such as classroom presentation	4.50	0.59	MA*	4.41	0.61	MA*	4.42	0.61	MA
Present and set as example for good practice to students	4.17	0.87	A	4.36	0.64	MA	4.34	0.66	MA
Develop and integrate APTP in curriculum with subjects	4.25	0.94	MA*	4.32	0.66	MA*	4.32	0.68	MA
warned students to foster APTP	4.33	0.70	MA*	4.31	0.72	MA*	4.31	0.71	MA
Always suggest and set example about good personality	3.92	0.97	A	4.31	0.65	MA	4.28	0.68	MA
Trained and mentor through seminar or workshop APTP	3.92	0.83	A	4.27	0.70	MA	4.25	0.71	MA
Correct/Advice t APTP of students	4.00	1.10	A	4.21	0.81	MA	4.19	0.83	A
Always meet advisor	4.04	0.86	A**	4.20	0.72	A**	4.19	0.73	A
Campaign and promote the APTP	4.13	1.03	A**	4.16	0.75	A**	4.15	0.77	A
Developed strategies for APTP of students	4.00	1.02	A**	4.16	0.78	A**	4.15	0.80	A
Total	4.19	0.57	A	4.30	0.50	MA	4.30	0.50	MA

Incentive index: Mean 1.00-1.80 = Mostly Disagree (MD); Mean 1.81-2.60 = Disagree (D); Mean 2.60-3.40 = Not Sure (NS); Mean 3.41-4.20 = Agree (A); Mean 4.21-5.00 = Mostly Agree (MA); * Mostly agree between lecturers and students; ** Agree between lecturers and students

APTP among IdEd students of KMITL

Based on the APTP evaluation test, it was found that most of students were more inclined to APTP dimensions particularly psychological personality (88.70%), physical appearance (78.50%), emotions (75.70%), verbal communication (66.90%), and intellect (45.50%) as shown in Table 1.

On the other hand, lecturers and students mostly agreed that they should adhere and must have the APTP dimensions particularly the psychological personality (\bar{x} =4.56), emotions (\bar{x} =4.49), intellect (\bar{x} =4.46), verbal communication (\bar{x} =4.36), and physical appearance (\bar{x} =4.23) as presented in Table 2.

Strategies in developing APTP among IdEd students of KMITL

Mostly, the lecturers and students completely agreed on the strategies to develop APTP on student (\bar{x} =4.30). They mostly agreed on 5 items, namely: teacher should be a role model of students (\bar{x} =4.50), supports students to service society (\bar{x} =4.45), always trained student to adhere to APTP dimensions such as classroom presentation (\bar{x} =4.42), develop and integrate APTP in curriculum with subjects (\bar{x} =4.32), warned students to foster APTP (\bar{x} =4.31). Aside from the identified items, they agreed on always meet the advisor (\bar{x} =4.19), campaign and promoted APTP (\bar{x} =4.15), and developed strategies about APTP for students (\bar{x} =4.15) as shown in Table 3.

8. Conclusion and Suggestions

The APTP is a noted to be very dynamic aspect for lecturers and students. It provides direction and guidance in improving the conditions necessary in developing and adhering to the different education programs in the Faculty of IdEd. Based on this, lecturers have an vital role in developing and instituting the APTP dimensions in their courses for students to be a tuned and embrace its relevance to the education or teaching profession. Through the education programs, it is suggested that more in-depth and practical applications from the faculty administrators should be done by supporting and formulation of a more effective and efficient program policy and establishing a complementary program for the development of a well-rounded KMITL students particularly those at the Faculty of IdEd. In the case of the students, they should be open and accept innovations and strategies to improve their respective personality in order to encourage more relationships and for their development as future teachers. In so doing, the strategies and areas for effective intensification of APTP at the faculty and KMITL in general must show a balance for students, lecturers and the educational environment they are in.

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